Education 470 Capstone Information

1. What *IS* the capstone?

The capstone is a culminating experience that takes place at the end of the course, providing the student with an opportunity to apply theory within an actual classroom. The capstone is designed to extend the learning process via actual implementation, assessment, and reflection. The capstone was developed in response to former student teachers' feedback that they needed more practice time prior to student teaching to build confidence and teaching skills.

2. *Where* does the capstone take place?

The student selects the site and the cooperating teacher who will serve as mentor. A body of research indicates that a self-selected mentor will be more effective for the student's learning than one assigned to the student. The capstone experience takes place in the mentor teacher's classroom.

3. *Who* may be a mentor teacher?

Any certified teacher in a private or public school may serve as mentor.

4. How *long* is the capstone?

The capstone is designed to be a consecutive three-day experience; this configuration provides the student with the opportunity to modify lesson plans based on time constraints and students needs.

5. *When* does the student do the capstone?

Ideally, the capstone will be done right after the course ends (during Christmas break for first semester students and during May for second semester students). It will be to the student's advantage to wait until all of the course has been taught. However, if these times do not work for the student, the professor will work with the student to ascertain an appropriate time.

6. *What subjects* are taught?

The student may teach the subject of the student's choice; however, it is expected that the student will include the multiple literacies discussed in class within the student's capstone unit.

7. *Which factors* are considered in developing the three-day plan?

Working collaboratively with the mentor teacher, the Educ 470 student develops a unit of study within the parameters of given standards, scope and sequence, time constraints, etc. The Educ 470 student is a "guest" within the mentor's classroom; therefore, the student must cooperate with the cooperating teacher in developing the capstone experience.

8. When does the student construct the *lesson plans* for this teaching experience?

*The capstone preparation is not in addition to the student's regular assignments; it **is** the student's regular assignment! The professor will assist the student in developing appropriate lesson plans <u>throughout</u> the semester. For example, once the vocabulary unit has been taught, the student will then develop a vocabulary lesson plan for the student's capstone experience. In this way, the student's learning is purposeful and authentic. The Educ 470 student will be teaching specific students rather than preparing a lesson plan for hypothetical students. The professor will review the student's plans prior to the capstone and provide the student with "coach's" comments.*

9. What is the role of process writing (*writing workshop*) within the course?

*Educ 470 has been designated as a **writing intensive course**. The writing workshop approach is utilized throughout the semester. The process consists of direct instruction, modeling, and guided practice by the professor, followed by writing of a lesson plan incorporating the strategy that was taught. The rough draft is reviewed by the professor and/or peers and revised until it is of superior quality. Blackboard is extensively used for this submission, review, and revision process.*

10. Why is *Understanding by Design* incorporated into the capstone experience?

Understanding by Design (Wiggins & McTighe, 1998) is also known as "backward design". Understanding by Design is highly endorsed by ASCD and other professional education organizations as "best practice". The process involves identification of the standard(s), the "Big Ideas" and "Essential Questions", as well as foundational knowledge and skills. The student then develops a performance task in which the adolescent learner documents true understanding (application). The Common Core also emphasizes performance tasks and authentication application, thus reinforcing what has been the practice since the course was developed.

A general description of the Understanding by Design philosophy is available at:
http://www.authenticeducation.org/ubd/ubd.lasso

11. What does the capstone *unit plan* consist of?

It is impossible to prescribe one template for all experiences due to the unique characteristics of each context. However, most of the components listed below should be included:

- *Content area*
- *Theme or title of unit*
- *Grade level*
- *Background information about students*
- *Name of mentor teacher*
- *The standards, big ideas, essential questions and performance task (Understanding by Design)*
- *Assessment of prior knowledge*
- *The "Hook", initiating activity*
- *At least 3 lesson plans that include a goal, objectives, materials, procedure (with time allotments), assessment, assignment, reflection, and accommodations*
- *Before, during, and after reading comprehension strategies*
- *Introduction, teaching, reinforcement, and assessment of vocabulary*
- *Evidence of methods designed to foster student participation and engagement*
- *Culminating activity*
- *Variety of texts or teaching materials*
- *Use of technology*
- *Informal or formal assessment*
- *Connections to literature and the language arts*
- *List of resources*

12. How is the capstone *evaluated*?

*The capstone is evaluated by the **professor, the preservice teacher, the mentor (cooperating) teacher, and the students at the site.***

*The **professor** evaluates the unit prior to the ending of the course. At that point in time, the unit should be of **outstanding quality,** given the fact that the student and professor have revisited the documents multiple times. The professor evaluates the capstone process and product by using a criteria sheet (see **Exhibit A)**. The capstone is designed to be a non-threatening, supportive way for the student to grow prior to student teaching. The student's grade is not impacted by the success or "failure" of teaching of the capstone. **However, if for some reason the student does not do the capstone, the student will not have sufficient field experience hours to enter student teaching.***

*During the capstone, the **Educ 470 student** writes anecdotal notes on the lesson plans and video-tapes himself/herself during a direct instruction segment. The preservice teacher uses a video evaluation tool developed by the university to professionally reflect on his/her teaching (see **Exhibit B).** The **mentor teacher** will also provide feedback to the student during the entire three-day unit.*

*After the capstone, the **student** will fill out a reflection questionnaire supplied by the university professor. The reflection is both holistic and analytic in nature (see **Exhibit C**). Insights derived from the video evaluation should be reflected in the final student reflection. The **mentor teacher** completes a summative evaluation (see **Exhibit D**).*

*In addition, the preservice teacher asks **his/her students** to complete a brief survey evaluating the teaching of the unit.*

The student reflection, log of hours, and final mentor evaluation are submitted to the Field Experience Office at the conclusion of the capstone.

13. Which data are examined in order to evaluate the capstone, thus serving as the basis for refinement?

The following data/artifacts are gathered, examined, and evaluated in order to refine the course and the capstone experience:

Educ 470 student:
- *Reflection document*
- *Log of hours*
- *End-of-course evaluations*

Students at capstone site:
- *Evaluation of the unit (survey given by Educ 470 student)*

Mentor teacher:
- *Evaluation (long form)*
- *Anecdotal observations, communication*

University professor:
- *Units assessed according to criteria sheet*
- *Professional observation of the writing workshop process*
- *Examination of the reflection document submitted by the Educ 470 student*

Field experience director:
- *Examination of the student's reflection document and the coop's evaluation*

The university professor and the field experience director work collaboratively and frequently to refine the capstone process and product.

Capstone Criteria Sheet

<u>Capstone Scoring Criteria Sheet</u>

Name of Concordia Student Teacher _____

Congratulations on completing your unit! It has been a joy to watch your progress during the writing workshop. The days spent in class, in individual conference, and in independent writing have been productive! Extensive feedback was provided to you during the process. The purpose of this summative evaluation is to evaluate the final project. Points are earned in the following areas:

_____/25   **Provided background of class**

_____/25   **Stage 1**

_____/25   **Stage 2**

_____/25   **Rubric**

_____/50   **Hooks**

_____/300   **3 complete long form lesson plans that include:**

Grading criteria for lesson plan #1:

_____Standard—5 points

_____Goal—5 points

_____Objectives—10 points

_____Materials—5 points

_____Procedure (with time allotments)—40 points

_____Assessment (what will be assessed and how)—10 points

_____Self-evaluation (record what you will be intentionally looking for)—10 points

_____Assignment—5 points

_____Accommodations—10 points

Grading criteria for lesson plan #2:

_____Standard—5 points

_____Goal—5 points

_____Objectives—10 points

_____Materials—5 points

_____Procedure (with time allotments)—40 points

_____Assessment (what will be assessed and how)—10 points

_____Self-evaluation (record what you will be intentionally looking for)—10 points

_____Assignment—5 points

_____Accommodations—10 points

Grading criteria for lesson plan #3:

_____Standard—5 points

_____Goal—5 points

_____Objectives—10 points

_____Materials—5 points

_____Procedure (with time allotments)—40 points

_____Assessment (what will be assessed and how)—10 points

_____Self-evaluation (record what you will be intentionally looking for)—10 points

_____Assignment—5 points

_____Accommodations—10 points

_____/50   **Comprehension strategy**

_____/50   **Vocabulary strategy**

_____/40   **List of resources and artifacts**

Total:

Total Possible: 590 points

University professor comments:

C O N C O R D I A ▪ U N I V E R S I T Y
N E B R A S K A

Video Self-Evaluation

Name _____Date of Class _____
Subject_____Grade Level _____

High   Low
5   4   3   2   1   NA   **Instruction: Interaction with Students**

☐ ☐ ☐ ☐ ☐ ☐   1. Gives clear, easily understood feedback to students.

☐ ☐ ☐ ☐ ☐ ☐   2. Avoids embarrassing students and giving negative criticism.

☐ ☐ ☐ ☐ ☐ ☐   3. Corrections are direct and related to the task or behavior.

☐ ☐ ☐ ☐ ☐ ☐   4. Consistently assesses student learning, asks questions.

☐ ☐ ☐ ☐ ☐ ☐   5. Emphasis is on positive reinforcement, good behavior.

☐ ☐ ☐ ☐ ☐ ☐   6. Maintains an awareness of each student's learning processes.

☐ ☐ ☐ ☐ ☐ ☐   7. Seeks student participation, uses their ideas, comments.

☐ ☐ ☐ ☐ ☐ ☐   8. Provides opportunity for expression of student opinions.

☐ ☐ ☐ ☐ ☐ ☐   9. Gives frequent and sincere praise.

Comments

High   Low
5   4   3   2   1   NA   **Instruction: Intellectual Stimulation**

☐ ☐ ☐ ☐ ☐ ☐   1. Teacher projects a command of the subject matter.

☐ ☐ ☐ ☐ ☐ ☐   2. Answers to student questions are clear and unambiguous.

☐ ☐ ☐ ☐ ☐ ☐   3. Teacher asks questions at a variety of cognitive levels.

☐ ☐ ☐ ☐ ☐ ☐   4. Teaching includes activities beyond just "teacher-talk."

Comments

High   Low
5   4   3   2   1   NA   **Instruction: Discipline**

☐ ☐ ☐ ☐ ☐ ☐   1. Attention of students is gained, held when teaching.

☐ ☐ ☐ ☐ ☐ ☐   2. Students participate in activities, stay on task.

☐ ☐ ☐ ☐ ☐ ☐   3. Emphasis placed on self-discipline, responsibility.

☐ ☐ ☐ ☐ ☐ ☐   4. Consistently monitors student behavior.

☐ ☐ ☐ ☐ ☐ ☐ 5. Deals with students in a fair, consistent manner.

Comments

Instruction: Student Evaluation

☐ ☐ ☐ ☐ ☐ ☐ 1. Teacher utilizes ongoing assessment during instruction.

☐ ☐ ☐ ☐ ☐ ☐ 2. Appropriate assistance offered to students when needed.

☐ ☐ ☐ ☐ ☐ ☐ 3. Evaluations are objective and authentic.

Comments

Learning Environment: Teacher Presence

☐ ☐ ☐ ☐ ☐ ☐ 1. Displays self-confidence.

☐ ☐ ☐ ☐ ☐ ☐ 2. Consistently monitors progress of students.

☐ ☐ ☐ ☐ ☐ ☐ 3. Personal appearance is appropriate: posture, grooming, etc.

☐ ☐ ☐ ☐ ☐ ☐ 4. Speaks in a clear, easily understood voice, no over-used phrases.

Comments

Learning Environment: Organization

☐ ☐ ☐ ☐ ☐ ☐ 1. Lesson has a clear and logical structure.

☐ ☐ ☐ ☐ ☐ ☐ 2. Materials for students are appropriate and well prepared.

☐ ☐ ☐ ☐ ☐ ☐ 3. Objectives and expectations are clearly stated.

☐ ☐ ☐ ☐ ☐ ☐ 4. Directions are clear and unambiguous.

☐ ☐ ☐ ☐ ☐ ☐ 5. Uses good grammar, spelling.

Comments

Learning Environment: Teacher Enthusiasm

☐ ☐ ☐ ☐ ☐ ☐ 1. Teacher is energetic, enthused and involved.

☐ ☐ ☐ ☐ ☐ ☐ 2. Teacher enjoys the content and process of the lesson.

☐ ☐ ☐ ☐ ☐ ☐   3.   Displays personal interest in the lesson, makes it interesting.

☐ ☐ ☐ ☐ ☐ ☐   4.   Has an appropriate, positive sense of humor.

Comments

Do you have any general comments about watching yourself teach?

Exhibit C
Educ 470 Student Reflection
<u>**Capstone Reflection**</u>

Name of Preservice Teacher _____
Name of Mentor Teacher _____
Email of Mentor Teacher _____
Dates of Capstone _____ **Grade(s) Taught** _____
Location _____
Subjects Taught _____

<u>**Brief Summary**</u>

Present a holistic description of your Capstone experience. Include a profile of your students so that the university supervisor has a better understanding of the context.

<u>**Analytical Reflection**</u>
Please reflect on the components listed below. Note strengths as well as modifications for the future.

1.   Hook

2.   Tapping into prior knowledge

3.   Setting a purpose

4.   Vocabulary strategy

5.   Comprehension strategy

6.   Methodology

7.   Organization of lesson plans

8.   Assessment

9.   Class management

10.   Pacing

<u>**Holistic Reflection**</u>
What did you learn as a result of this experience? How has this experience impacted your perception of self as a teacher?

Exhibit D

Mentor Evaluation of Educ 470 Student/Capstone

Teacher Aide Evaluation (B-Long Form)

This evaluation form may be placed in the Concordia mail box in your faculty room (if available) or returned to Concordia via the teacher aide in a SEALED envelope.

C O N C O R D I A U N I V E R S I T Y
N E B R A S K A

Please skip any items which you feel do not apply to this field experience assignment.

Concordia Student Name _____ Course _____

University Instructor _____ Semester/Year_____

The Concordia student…

1. …Was punctual.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Always punctual / Late 1 or 2 times / Late 5+ times

2. …Presented a professional appearance.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Always Appropriate / Sometimes inappropriate / Frequently inappropriate

3. …Exhibited professional behavior.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Always professional / Sometimes inappropriate / Frequently inappropriate

4. …Was respectful of teacher and students.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Always respectful / Sometimes inappropriate / Frequently disrespectful

5. …Came prepared for assigned tasks.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Consistently prepared / Ill-prepared on several occasions / Regularly unprepared

6. …Completes assigned tasks.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Consistently completed on time / 1 or 2 tasks not completed or late / Regularly failed to complete tasks

7. …Demonstrated effective presentation skills.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Always prepared with useful materials / Good intentions, but not always effective / Ineffective, unskilled

8. …Managed student behavior appropriately.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Demonstrated substantial skills in this area / Needs to develop effective strategies / Did not have control

9. …Knew the content being presented.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Well-grounded in content area / Needs more study ahead of time / Tried to "wing it" too often

10. …Demonstrated appropriate rapport.
understand
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Knows appropriate boundaries / Needs work in this area / Doesn't role of teacher

11. …Engaged students in the learning process.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Excellent involvement of all students / Focused on a few students / Did not involve students

12. …Used a variety of instructional strategies.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Used appropriate and varied methods / Was good at only one or two strategies / Was not effective

13. …Shared values/faith with students.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Used appropriate opportunities to share / Hesitant to share values/faith w/ students / Did not do this at all

14. …Able to reflect on his/her performance.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Showed a clear understanding of self / Occasionally made excuses for actions / Rejected suggestions

15. …Exhibited potential to be a good teacher.
5 -------------- 4 -------------- 3 -------------- 2 -------------- 1
Excellent potential / Good potential / Should consider a different vocation

16. I would welcome this teacher-aide as my child's teacher.

5 -------------- 4 -------------- 3 -------------- 2 -------------- 1

Without reservation   Likely, with continued growth   Definitely not

_____
Teacher's Name (Please Print)

_____
Signature

_____
Date

Please use the space on reverse for additional comments.